PROPOSED DEVELOPMENT

OF THE

LODI UNION HIGH SCHOOL

August 1953

INTRODUCTION

The present plant at Lodi High School has reached, or more correctly speaking, has already exceeded its capacity. With a readily apparent large increase in enrollment ahead, this fact is a cause for concern on the part of all who are responsible for or interested in the operation of the high school.

It is a foregone conclusion that Lodi will presently be forced to embark on a definite program of action relative to its secondary school facilities. It goes without saying that whatever action is taken or whatever program is put in motion should be the result of careful study and planning. The purpose of this report is to assess the long-term growth of the school enrollment and to present to the people of the District the alternative methods of providing facilities to house and educate these students in the years ahead.

In this connection it must be borne in mind that increased facilities cannot possibly be provided before the year 1956 unless authorization is given immediately for the preparation of plans for additional school housing and a bond issue can be passed early in 1954. We must anticipate an increased enrollment of about 100 in the year 1953-54, 110 in the year 1954-55, and approximately 125 in the year 1955-56. This is an immediate and pressing problem, but it can be taken care of by temporary expedients-no matter how inconvenient or unsatisfactory they may be. No such catch-as-catch-can methods will suffice for the long range program, however.

As will be shown further on in this report, we must anticipate an increase of approximately 50% in the high school population by the year 1959-60 and the enrollment will probably double by the year 1965-66.

SOME MAJOR QUESTIONS

The problem raises many questions. It involves questions of policy in relation to the whole complex pattern of secondary schools for Lodi, questions of grade division, use of existing plant, financing, transition from the present program to the new and a host of related problems.

Three specific questions immediately present themselves:

1. Enrollments. For what enrollment should the District be planning?
2. Legal Organization: Is there likely to be or should there be a reorganization of the District. For example, is unification a probability or even a remote possibility?
3. Grade Grouping: What grade grouping should Lodi establish - 4-year high school as at present; 3-3, i.e. junior high school grades 7, 8 and 9 and senior high school grades 10, 11 and 12; or some other grade division?

ENROLLMENTS: FOR WHAT ENROLLMENTS SHOULD THE DISTRICT BE PLANNING?

It is of course obvious that no person nor system can "predict" enrollment. However, the statistics do provide a sufficient indication upon which long range plans can be based. The calculation of probable future enrollment is based on three principal sources: (1) Current elementary school enrollments, (2) Pre-school age groups as reflected in official birth records, and (3) Average in-migration rates to the Lodi area. At

a glance it is apparent that the first two are essentially "counting noses." The last one is based on recorded official census figures.

Birth Records

The birth records are herein recorded in two forms--first, a tabular list of the number of births as recorded for the District and, second, a graph or curve compiled from the same data.

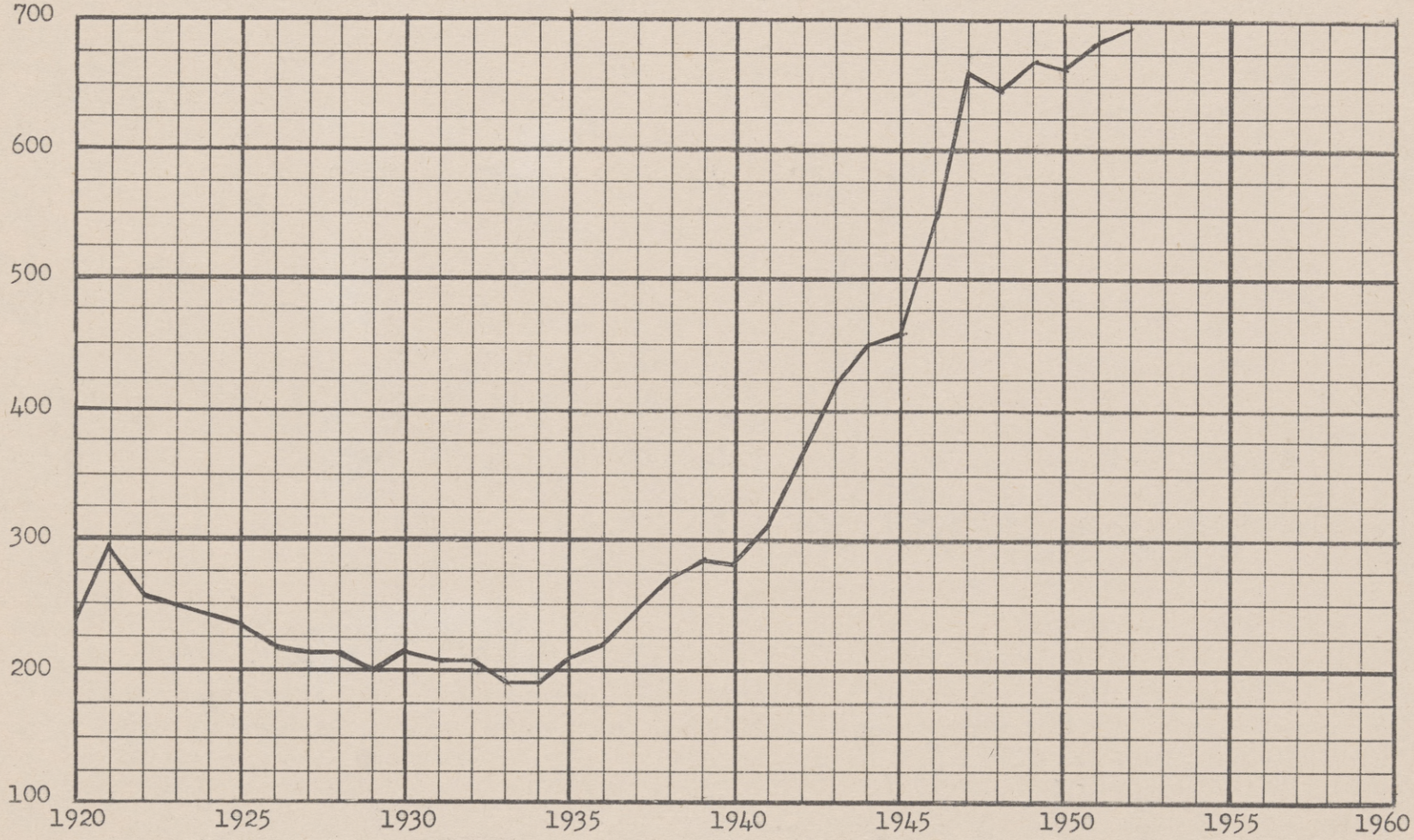
Actually, figures are not available on the basis of a school district and therefore this table and this graph are estimates. The estimating system however is one of proven high reliability. It is simply as follows: The total elementary school A.D.A. for the county is known. Likewise the total elementary A.D.A. for the high school district is known. The assumption is made that the number of births in the high school district for a given year will bear the same proportion to the total number of births in the county for that year as the elementary A.D.A. in the district bears to the total elementary A.D.A. for the county. This is a system of calculatior quite widely used in population calculations. Later in this report a calculation of the population of the high school district employs the same basic procedure.

The average elementary A.D.A. in the component districts of the high school district equals 13.4% of the total county elementary A.D.A.

ESTIMATED NUMBER OF BIRTHS IN LODI HIGH SCHOOL DISTRICT
1920-1952

Year	Number	Year	Number	Year	Number
1920	236	1931	208	1942	366
1921	281	1932	207	1943	426
1922	255	1933	196	1944	452
1923	250	1934	194	1945	457
1924	242	1935	212	1946	555
1925	237	1936	221	1947	662
1926	221	1937	248	1948	648
1927	220	1938	271	1949	667
1928	219	1939	283	1950	663
1929	204	1940	281	1951	683
1930	215	1941	311	1952	699

NUMBER OF BIRTHS (ESTIMATED) IN LODI HIGH SCHOOL DISTRICT (1920-1952)



Before attempting to draw any conclusions from these figures and graphs some similar statistics relative to the general population will be set forth, so as to take some account of the effects of inmigration.

The increase in number of births has not yet materially affected high school enrollments. Of more immediate concern is the growth in population by reason of inmigration.

Population of the Lodi High School District

Census figures are of course not recorded by school districts. Nevertheless an estimate is here made of the population of Lodi High School District. The method used in making this estimate is basically the same as the one used in calculating the number of births in the District. The total elementary A.D.A. in the high school district is 13.4% of the total county elementary A.D.A. It is therefore assumed that the high school district population will equal 13.4% of the total county population.

The following table and graph give the results of this estimate.

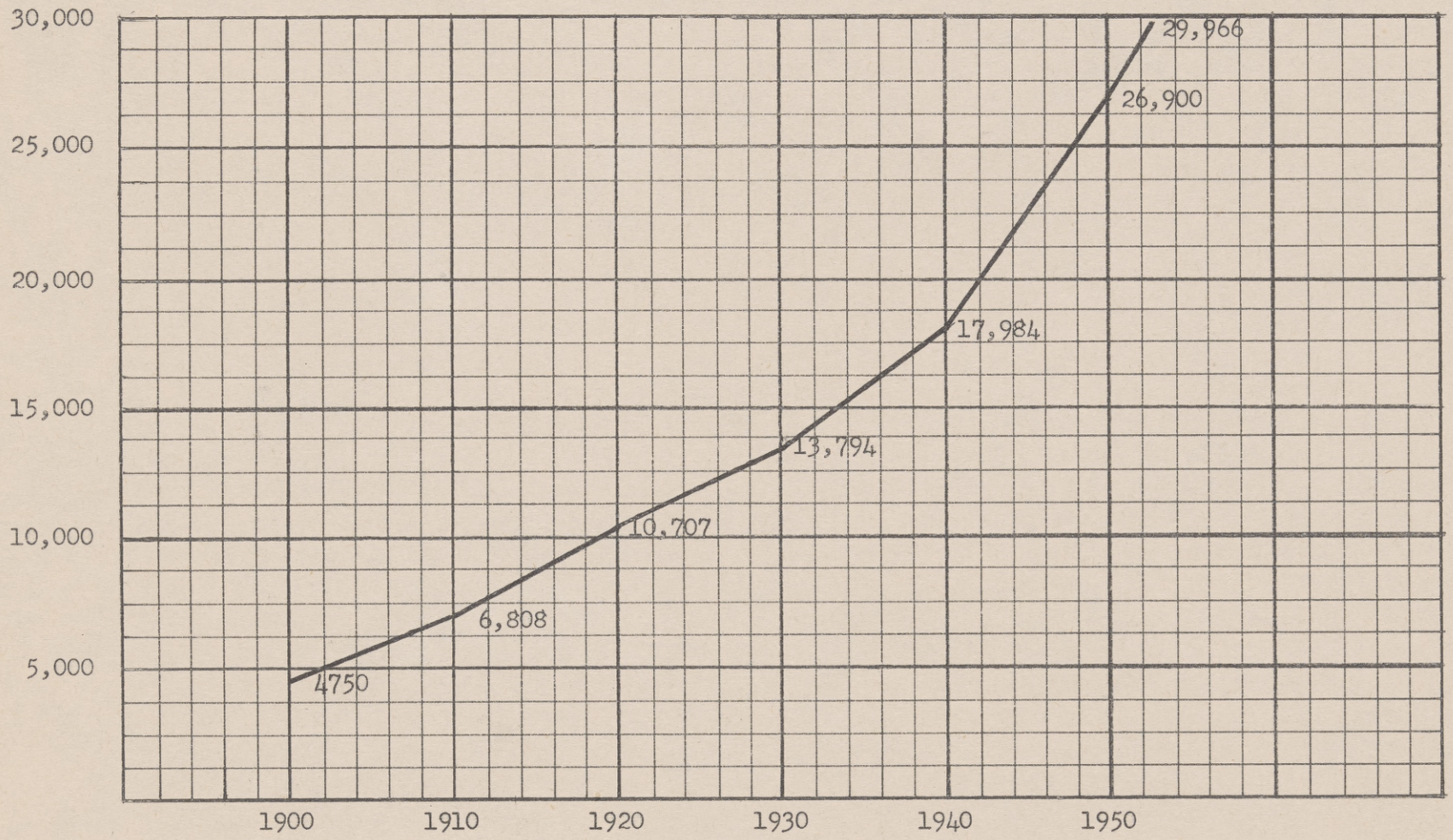
ESTIMATED POPULATION OF LODI UNION HIGH SCHOOL DISTRICT

1900	4,750
1910	6,808
1920	10,707
1930	13,794
1940	17,984
1950	26,900
1953 (Jan. 1)	29,966

Elementary School Enrollments

As previously noted, high school enrollments have not yet been materially affected by the rising birth rate. The chief factor affecting increases in high school attendance has been inmigration. The elementary

POPULATION OF LODI UNION HIGH SCHOOL DISTRICT (ESTIMATED) 1900-1953



schools, however, have been affected by both increased birth rate and inmigration.

The following table and graph give the Average Daily Attendance in the elementary schools of the high school component districts for the post-war period.

ADA IN ELEMENTARY DISTRICTS OF LODI HIGH SCHOOL DISTRICT

1945-46	2835
1946-47	3222
1947-48	3232
1948-49	3299
1949-50	3128
1950-51	3541
1951-52	3790
1952-53	4020

The Inmigration Factor

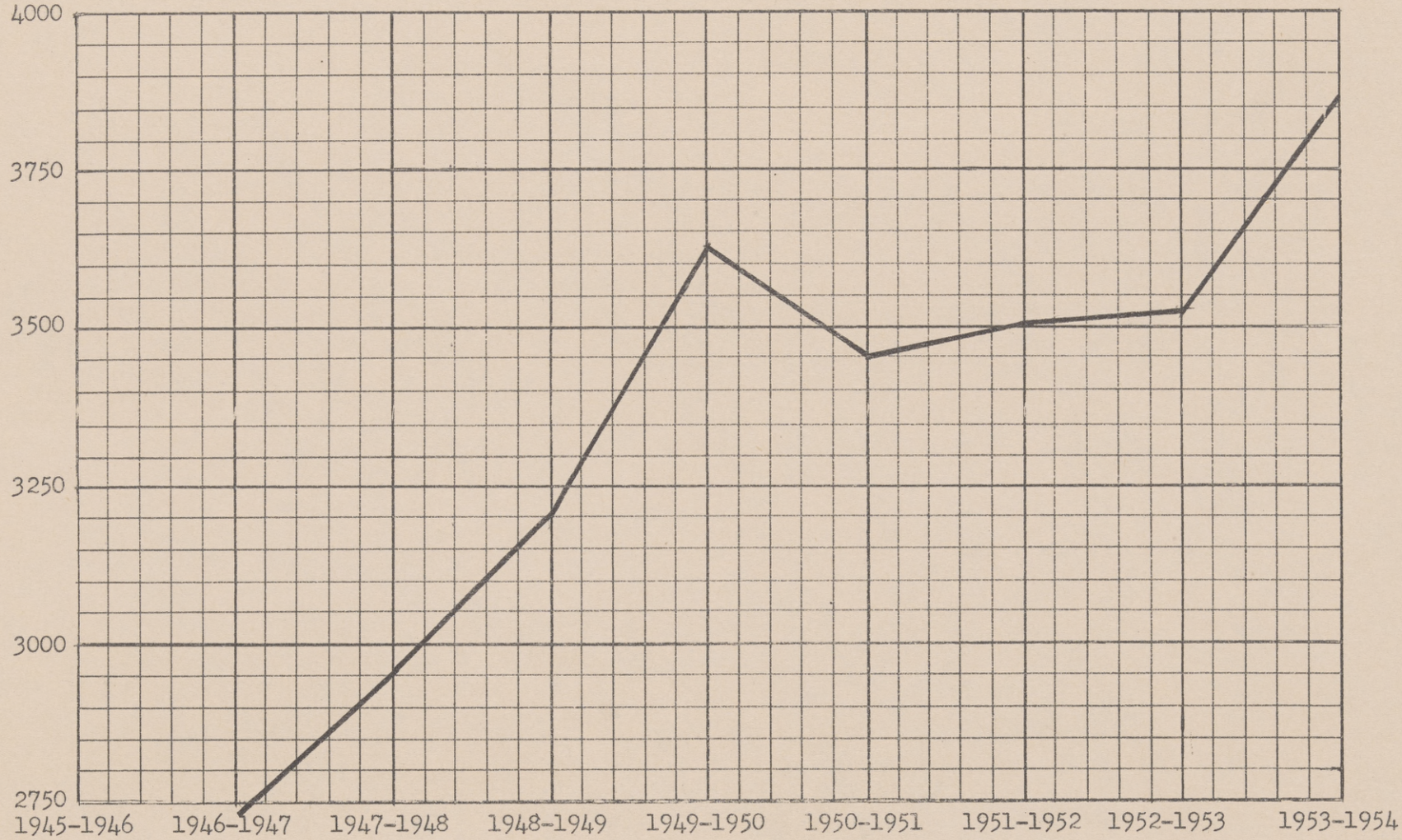
The last graph shows the great growth that has been taking place. In order to get a picture of the probable growth in the High School it will be necessary to analyze this growth. What part of the growth comes from the increases in the number of births in the Lodi District. It comes as no little surprise to find that a very large portion of this elementary enrollment growth is the result of inmigration.

The following analysis will serve to point out the extent and importance of this factor. As an example we will consider the present 8th grade in the component elementary districts. The 8th grade in all these elementary schools (the students who will make up next year's Lodi High freshman class) totals 462 students. By and large, these youngsters were born in 1939. Reference to our table of births in the District shows that 283 children were born that year. About 2% of this 283 were prevented from attending by reason of physical or mental handicaps or by death before they arrived at school age. An unknown number undoubtedly moved out of the District. But today in

AVERAGE DAILY ATTENDANCE IN THE ELEMENTARY

DISTRICTS OF THE LODI HIGH SCHOOL DISTRICT

DURING THE POST WAR YEARS (1945-1946 to 1952-1953)



spite of reductions in number, the 283 has become 462. That means that to the number born here has been added 179 newcomers. This increase has of course been spread over the 14 years (6 preschool and 8 elementary years). By recording the elementary enrollments for the 8 years and applying simple arithmetic we find that each class is increasing each year by an average of not less than 12 students.

The present 1st, 2nd, 3rd and 4th grades will be in high school in 1960-61. Applying the above simple arithmetic and subtracting the normal percentage for dropouts, the following table unfolds:

ESTIMATED HIGH SCHOOL ENROLLMENTS 1960-61

Present 1st grade	586 + 96	= 682	9th grade 1960
Present 2nd grade	527 + 96 - 8.6%	= 570	10th grade 1960
Present 3rd grade	535 + 96 - 8.6% - 10%	= 523	11th grade 1960
Present 4th grade	517 + 96 - 8.6% - 10% -10.2%	= 454	12th grade 1960
	Total	2229	

Carrying the same procedure six years further and using the number of births as our basis, the following table is evolved:

ESTIMATED HIGH SCHOOL ENROLLMENT 1966-67

No. of births 1952 = 699	+ 168	= 867	9th grade 1966
No. of births 1951 = 683	+ 180 -8.6%	= 789	10th grade 1966
No. of births 1950 = 663	+ 192 -8.6% -10%	= 704	11th grade 1966
No. of births 1949 = 669	+ 204 -8.6% -10% -10.2%	= 646	12th grade 1966
	Total	3006	

Since it will be desirable to examine the feasibility of the Junior High School or 6-3-3 grade division, two further tables are developed. Employing the same mathematical system as used above, enrollments are estimated for

the same years for the Junior High School-Senior High School. In this table a subtraction is made for 7th and 8th grade attendance at St. Anne's and St. Peter's parochial schools.

ESTIMATED ENROLLMENTS
JUNIOR HIGH SCHOOL-SENIOR HIGH SCHOOL 1960-61

Junior High School

Number of births 1948	648 + 144 -40 =	752	7th grade in 1960
Number of births 1947	662 + 156 -40 =	778	8th grade in 1960
1st grade 1952-53	586 + 96 =	682	9th grade in 1960
	Total.	2212	

Senior High School

2nd grade 1952-53	527 + 96 -8.6% =	570	10th grade 1960
3rd grade 1952-53	535 + 96 -8.6% -10% =	520	11th grade 1960
4th grade 1952-53	517 + 96 -8.6% -10% -10.2% =	454	12th grade 1960
	Total	1544	

ESTIMATED ENROLLMENTS

JUNIOR HIGH SCHOOL-SENIOR HIGH SCHOOL 1966

Junior High School

Births (assumed)	1954	700 + 144 -50 =	794	7th grade 1966
Births "	1953	700 + 156 -50 =	806	8th grade 1966
Births record	1952	699 + 168 =	867	9th grade 1966
		Total	2467	

Senior High School

Births 1951	683 + 180 -8.6% =	789	10th grade 1966
Births 1950	663 + 192 -8.6% -10% =	704	11th grade 1966
Births 1949	669 + 204 -8.6% -10%-10.2% =	646	12th grade 1966
	Total	2139	

The immediate growth picture can be taken directly from studies made by the administrators. Their revised figures for next year are as follows:

Year	Freshman	Sophomores	Juniors	Seniors	Total
1953-54	491	366	347	312	1516

This is an increase of 96 students for next year-- a very vital figure in considering the immediate problems.

SUMMARY

Summarizing the foregoing figures we get the following picture: Assuming a continuation of the present four-year high school plan, anticipated enrollments are as follows:

School year	9th grade	10th grade	11th grade	12th grade	Total
1953-54	491	366	347	312	1516
1960-61	682	570	523	454	2229
1966-67	867	789	704	646	3006

Assuming the establishment of a Junior High School-Senior High School the anticipated enrollments for the same years are:

Junior High School

School year	7th grade	8th grade	9th grade	Total
1953-54	424	502	408	1334
1960-61	752	778	682	2212
1966-67	794	806	867	2467

Senior High School

School year	10th grade	11th grade	12th grade	Total
1953-54	366	347	312	1025
1960-61	570	520	454	1544
1966-67	789	704	646	2139

The foregoing figures are clearly estimates. No one can predict with exact accuracy future enrollments. However, the figures are based on sound estimating procedures and tend to be on the conservative side. They are based of course on the continuation of immigration into the area. Inmigration has been an almost constantly increasing factor for over a hundred years. These figures are based not on an increasing rate of inmigration but only on a continuation of the current rate.

Conceivably some great social or economic upheaval could reverse these long term trends. The question does not seem to be whether these figures are adequate and reliable. The question would be, rather, "Can the people of the District safely plan their schools for less than the load herein indicated?"

That the exact schedule of time and increases should come about is certainly not to be expected. Fortunately that is not of major importance. If policies are adopted and a building program inaugurated to care for this growth, the exact rate of growth is not vital. If the rate of growth is more rapid than herein indicated the tempo of the program will have to be increased accordingly. If the rate of growth is slower more time for effecting the program will be available.

The State Department of Education has recently circularized the state urging those responsible for our high schools to plan now for these coming increases in enrollment. They have witnessed and attempted to cope with this same problem which has for the past few years engulfed California's elementary schools--overloaded classrooms, double sessions, a general lowering of standards. The question now is, can forehanded action avoid a like debacle at the high school level.

WHAT PLAN SHOULD BE FOLLOWED?

Confronted, as the District is, with overcrowded buildings and a growing enrollment, the absolute necessity for a carefully developed plan is self evident. The development of such a plan involves many questions.

First of all, it is generally accepted by educators that a high school of approximately 1500 students is the most desirable size from an educational and economical standpoint. It is therefore apparent that a single school of normal size is not going to accommodate all of the students. To do so would require a school of over 3000 students. In a few instances, such high schools have been operated. They are inefficient, costly to build, costly to operate, and educationally unsound.

If then we are to have two or more high schools, where are they to be? Is one to be a new high school on the new site and another the present school?

As a high school this plant has definite shortcomings. Some of these shortcomings can be corrected, others cannot. A site of thirteen acres is far too small for a modern high school. While some city high schools can and do operate on sites as small or smaller the limitations of their programs accentuate the need for more acreage.

A high school site for a school of 1500 students should not be less than 40 acres. This statement is supported by virtually all educational authorities. The State Department of Education undoubtedly will concur. To many people not versed in high school site utilization this acreage requirement is difficult to understand. These people have a right to a demonstration of this necessity. For the moment we will ask for an acceptance of the requirement. The development of the Master Plan will demonstrate its need.

Lodi's present site of 13 acres falls far short of the need. It is impossible within the bounds of reasonable cost to expand this site.

Some of the building facilities are as limiting to the program as is the site. Shower and locker facilities and physical education classrooms are inadequate or nonexistent. Nurse's and health facilities are needed, more classroom space is required. Office space, student locker space, consulting offices, teachers' rest rooms are inadequate.

Many of these facilities might be added but an expenditure of this magnitude on a plant of this age with its inescapable area limitations is economically infeasible.

Even assuming this expenditure, the operation of a new high school on the nearby new site and the continuation of the old one at this plant presents very difficult problems. What students are to be asked to attend the old school and what students will be permitted to go to the new one? The relative location of the two does not make for a simple logical division of the district into two attendance zones.

The question comes, could it be done on the basis of grades? Say, the 9th and 10th at one site and the 11th and 12th at the other. Such a division is out of step with present day school organization. Athletic, dramatic, music and a host of other activities would either be on a non-standard pattern or would require constant transferring of students from plant to plant. Such a plan might be endured for a temporary transition period but to adopt a permanent policy that makes Lodi secondary schools an "odd ball" in the state seems untenable.

Another possible solution presents itself. Could one school be a technical or vocational school and the other an academic or college preparatory high school. Relative location would not then be a problem.

An examination of this type of division does not however lead to the belief that it is the solution of our problems. Some large cities have been able to operate one school of a technical character. Often even under these conditions they have gradually become more and more general and less and less technical. If there were three or four large high schools in the district a relatively small technical school might be practical.

Seemingly the technical high school is not the answer to our problem. A third solution might be considered. Continue the present high school as a senior high school. Dispose of the new site. Acquire two new sites, one in the south central part of the District, the other in the east central. Construct a high school for 500 students on the new southern site. Plan it for eventual expansion to 1200. When the enrollment begins to crowd 1400 at this plant and 500 at the southern plant, build the eastern plant for 500 expandable to 1000. The total capacity of the three plants (expanded) would be of the order of 3600 students. This plan has its disadvantages. It fastens on Lodi the permanent use of the existing high school with its previously noted limitations. It calls for a large and questionable added investment in this plant now some 40 years old.

Each plan thus far considered for the continuation of a four year high school has grave shortcomings. This fact leads us to the consideration of the junior high school.

As a junior high school the existing high school plant and site does not have the shortcomings that it does for a four-year or senior high school. The acreage is near that recommended for a junior high. The building facilities are far beyond those ordinarily found in junior high schools. Some

rehabilitation no doubt will be required but of a far less costly character than that required to meet high school needs. From this one single consideration the establishment of a junior high school presents a strong appeal.

However, a high school district which undertakes the operation of a junior high school under present laws does so at a distinct financial disadvantage. The district bonding capacity from which presumably all buildings will be built remains the same for the construction of both the junior and senior high school plants as it was for the senior high school only.

If a junior high school is established it will presumably be done to provide better educational opportunities. This means an enriched and partly departmentalized program for the 7th and 8th grade. This in turn means added operating costs. In practice, this added cost of operation is borne by the high school district. The law provides that the elementary district must pay a tuition equal to a sum not less than the average cost per pupil in their own schools. While a higher tuition is not prohibited, in actual practice this minimum tuition is all that is usually paid. To the voters of the district this make but little difference since the additional money comes from the same pocket whether collected by the elementary district or the high school district. But it does seriously affect the high school budget.

The high school district as at present constituted has no responsibility for the education of the 7th and 8th graders. Once a junior high school is established this responsibility is to all intents and purposes a permanent obligation of the high school district. To disestablish a junior high school is so difficult as to be virtually impossible.

A move to establish a junior high school should therefore be carefully weighed.

The California law provides that a junior high school may be established by any union high school district either upon the request of the majority of the school boards of the component elementary districts or by a majority vote of the electors of the high school district.

In addition to the establishment of an official junior high school by either of the above legal procedures, it would probably be legally possible by agreement with the Lodi Elementary Board to operate a plant for the 7th and 8th grade students of the Lodi Elementary District and the 9th grade of the high school district. Other elementary districts might join on a like basis. If this were possible, it would provide a 7th, 8th and 9th grade school without the formality and legal requirements of a full scale junior high school.

The University of California in its study of the Lodi District in 1947 strongly recommended the establishment of a junior high school and the State Department of Education would probably concur. It must be pointed out, however, that the establishment of such an "informal" 7th, 8th and 9th grade grouping at the present high school plant will almost inevitably lead to a formal junior high school with all the financial disadvantages to the high school district which have previously been set forth.

Notwithstanding all of these organizational and financial drawbacks, the 6-3-3 grade grouping will probably prove to be the most advantageous plan for the District. It will relieve the pressure on many of the elementary schools which are also faced with the problem of increased attendance. It will provide far better facilities for the 7th and 8th grade students in the District and at the same time will provide for a smooth

transition between the primary and secondary phases of their education.

REORGANIZATION

As previously set forth in this report, the only disadvantage to the establishment of either a formal or informal junior high school or 6-3-3 grade grouping is the financial burden placed upon the high school district as presently constituted. This difficulty could be obviated by creating a Unified School District, and the attitude of the people with regard to such a move should be thoroughly explored. There is definite opposition to unification, but it clearly would be in the best interest of the schools and the taxpayers if it can be brought about. Recent legislation has made unification more readily acceptable to the elementary districts and provides many financial advantages which are not generally understood or appreciated.

CONCLUSIONS

(1) The present high school plant cannot be expanded to provide for the increased enrollment immediately ahead.

(2) Split high school campuses, using the present high school plant, should not be established on other than a temporary transitional basis.

(3) Eventual establishment of some type of junior high school or 6-3-3 grade grouping seems inevitable because of economical and educational reasons.

(4) Nothing should be done which would preclude eventual unification of the district.

(5) Inasmuch as 45% of the high school enrollment is from the City of Lodi, a new high school must be located as closely as possible thereto and the newly acquired site west of the city is eminently suitable.

The foregoing conclusions having been established, the immediate course of action is to undertake at once a bond campaign which will enable the Board to:

(a) Start a new senior high school on the site west of Lodi, to have an eventual enrollment of 1600.

(b) If the junior high program is acceptable to the people, then acquire sites in the south central and east central portions of the district, and start on each a junior-senior (6 year) school to have eventual enrollments of 1200.

(c) Effect a gradual transition to a three year school at the present high school.